



# THE SEQUENCE OF LEARNING: WRITING

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write fluently so that they can communicate their ideas and emotions to others.

Our vision for Writing is a commitment that all children are able to write clearly, accurately and coherently for a range of contexts and purposes in order to access a broad and rich curriculum. The skills of transcription and composition are built into varied and inspiring opportunities for our children to develop a clear set of writing tools to enable them to make progress. Children will progressively acquire the skills of spelling, punctuation and grammar to enable them to communicate effectively through the written word. Children across the school enjoy and take a pride in their writing, and adults also model excellent attitudes towards writing.


## Guidance from the English National Curriculum:

<b>EYFS</b>	<p><b>Early Learning Goal: Writing</b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Year 1</b>	<p>At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 1 when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>


<p><b>Year 2</b></p>	<p>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage, children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> <p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>
<p><b>Lower KS2</b></p>	<p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>
<p><b>Upper KS2</b></p>	<p>Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>

# The Sequence of Learning for WRITING:

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing focus Writing genres
Pre-School	<p>Listening to and responding to sounds in the environment</p> <p>Develop an awareness of rhyme and rhythm</p> <p>Begin to distinguish between different sounds in the environment</p> <p>Begins to listen to an adult segment a word and counts the syllables with them</p> <p>Develop phonological awareness: clapping syllables in words</p> <p>Identifies initial sounds in some familiar words</p>	N/A	<p>Begin to use pictures to tell a simple story</p> <p>Recognise rhyme and alliteration in familiar stories</p> <p>Develop phonological awareness: clapping syllables in words</p> <p>Know some adjective words (doing words) and negatives (linked to Little Link)</p>	<p>Beginning to mark make using a variety of resources inside and outside.</p> <p>Use ribbons and 'flappers (in Squiggle whilst you wiggle) to make large movements linked to pre writing developmental skills.</p> <p>Begin to show good posture and core strength in sitting to write</p> <p>Recognises name and some familiar written words</p> <p>Begins to write marks with meaning (e.g. pictures with labels)</p> <p>Forms recognisable letters, especially from their own name</p> <p>Form pre-writing patterns and symbols linked to Squiggle Whilst you Wiggle) using 'flappers' in dance and then pens on paper</p>	<p>Orally compose what they want the adult to write.</p> <p>Repeat simple sentences from familiar stories.</p>	<p>Writing focus: Pre-writing patterns:</p> <p><i>Up and Down / Side to Side</i></p> <p><i>The Wiggle</i></p> <p><i>The Circle</i></p> <p><i>The Hump (Rainbow)</i></p> <p><i>The Under Hump (Valley)</i></p> <p><i>The Hook</i></p> <p><i>The Spiral</i></p> <p><b>Gross Motor Skills:</b> Climbing, crawling, and drawing big circles on easels to build shoulder stability.</p> <p><b>Fine Motor Skills:</b> Activities like threading, using playdough, or tweezers to strengthen fingers.</p>


	<p>Begin to blend and segment simple CVC words orally.</p>			<p>Begin to have a preferred hand for holding pencils/pens.</p>		
<p><b>Year R</b></p>  <p>Foundation for growth</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Writes some Common Exception correctly. (phase 2 and 3)</p> <p>Hears and identifies initial and final sounds in words.</p> <p>Hears and identifies medial sounds in words.</p> <p>Orally blends and segments the sounds heard in words.</p> <p>Writes the sounds in CVC words in the correct order Beginning to write some longer words</p>	<p>Model use of capital letter, finger spaces and full stop in classroom environment.</p> <p>Writes letters in their name, using a capital letter at the beginning.</p> <p>Beginning to put finger spaces between some words.</p> <p>Sometimes uses full stops (not always in correct place)</p>	<p>Use describing words for objects in the environment, and characters in books. (link to Language through Colour programme)</p> <p>Use the correct pronoun.</p> <p>Know some 'doing' words which describe actions – linked to the Language through Colour program</p> <p>Use the correct tense in spoken and written language.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing &amp; writing)</p> <p>Begin to develop the foundations of a handwriting style, including comfortable, effective pencil grip, which is fast, accurate and efficient.</p> <p>Use handwriting patterns and begin to write on lines.</p> <p>Begin to form recognisable letters using handwriting patter.</p> <p>Forming lower-case and capital letters correctly.</p> <p><b>ELG:</b> <b>Write recognisable letters, most of which are</b></p>	<p>With adult support, orally compose meaningful sentences.</p> <p>Write for a range of purposes to include labels, lists and captions.</p> <p>Identifies separate words in spoken sentences.</p> <p>Understand that we write from left to right.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Write dictated sentences.</p> <p><b>ELG:</b> <b>Write simple phrases and sentences that can be read by others.</b></p>	<p><b>Explore structure of various stories which link in with termly topics.</b></p> <p><b>Writes some common exception words from phase 2 and 3 in sentences/captions.</b></p> <p><b>Name writing.</b></p> <p><b>CVC writing using phoneme frames</b></p> <p><b>Writing for a purpose:</b> <b>Shopping Lists</b> <b>Newswriting</b> <b>Labelling animals</b> <b>Writing about what they want to do when they grow up.</b> <b>Recount of Beach trip</b> <b>'Once Upon a Picture' Story mapping and story writing</b></p> <p><b>Opportunities in Root Learning – inside and out.</b></p> <p><b>Writing about school experiences</b></p> <p><b>Writing to new Year 1 teacher</b></p>

	using phonic knowledge.  <b>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b>			<b>correctly formed, using pre-cursive form.</b>		
<b>Teaching strategies:</b>	<p>Building experiences during and about which children can express themselves</p> <p>Building confidence to speak in sentences</p> <p>Building new vocabulary; learning the names of things and beginning to describe them</p> <p>Daily teacher modelling of writing process</p> <p>Daily shared writing.</p> <p>Phonics taught daily – up to and including Phase 4</p> <p>Phonics and writing lessons focused on blending and segmenting to support both writing and reading</p> <p>Mark making opportunities for all children in every area of the learning environment</p> <p>‘Gross/fine motor’ activities to ensure children have sufficiently developed motor control of their arms, wrist, hand and fingers to be able to hold a pencil effectively.</p> <p>Explore different handwriting patterns and letter families linked to the whole school handwriting policy</p> <p>Writing areas to promote daily opportunities for children to write – inside and outside.</p>					
<b>Key vocabulary:</b>	letter, word, sentence, caption, phoneme, grapheme, digraph, trigraph, blend, segment					
<b>Assessment:</b>	<p>September - Reception Baseline Assessment completed</p> <p>Use of Tapestry against Blean Curriculum milestones</p> <p>Use of Sonar to monitor attainment and progress</p> <p>Phonic assessments each term.</p> <p>Internal and external writing moderation</p>					
<b>Support for children working below ARE:</b>	<p>Targeted intervention for groups of pupils who are not achieving or expected to reach the ELG in Writing</p> <p>Revisiting Phase one/Phase 2 strategies to develop children’s listening and decoding skills (e.g. syllables, rhyme and sound discrimination, blending and segmenting skills).</p> <p>Writing opportunities encouraged through continuous provision both inside and outside.</p> <p>Fine motor (linked to pencil grip) and writing tasks in Early morning work.</p>					
Year group	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Handwriting</b>	<b>Composition</b>	<i>Writing focus Writing genres</i>


<p><b>Year 1</b></p>  <p>Seed</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell most Year 1 common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-.</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Begin to punctuate questions with question marks.</p> <p>Begin to punctuate sentences with exclamation marks.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Combine words to make sentences.</p> <p>Join words and joining clauses using 'and'.</p> <p>Begin to use a variety of conjunctions to join words and clauses, e.g. 'but' and 'because'.</p> <p>Know the term 'noun' to describe people, places and objects.</p> <p>Introduce the words 'verb' and 'adjective'.</p> <p>Begin to incorporate past, present and future in their writing.</p>	<p>Use spaces between words.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place using pre-cursive.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Begin to write effectively and coherently for different purposes.</p>	<p><b><i>Lost Property Office</i></b> <b><i>The Journey</i></b></p> <p><b><i>Letter writing</i></b> <b><i>Coming to England</i></b> <b><i>My World is a Family</i></b> <b><i>Wishes</i></b></p> <p><b><i>Instruction writing</i></b> <b><i>The Planet in a Pickle Jar</i></b></p> <p><b><i>Meerkat Mail</i></b></p> <p><b><i>The Little Gardener</i></b></p> <p><b><i>The Boy who grew a Forest</i></b> <b><i>The Last Tree in the City</i></b></p>
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<b>Teaching strategies:</b>	<ul style="list-style-type: none"> <li>• As a regular routine during shared writing, adults to orally model whole sentence before writing it down.</li> <li>• Understand, through teacher modelling, the skills and processes essential to writing.</li> <li>• Children to practise the skills of thinking aloud as they collect ideas, drafting and re-reading to check that their meaning is clear</li> <li>• Children taught handwriting skills several times a week, but daily through phonics and writing opportunities</li> <li>• Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form pre-cursive letters correctly and confidently.</li> <li>• Twice daily phonic sessions</li> <li>• Children should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s)</li> <li>• Children will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that children have been taught to spell should be corrected; other misspelt words should be used to teach children about alternative ways of representing those sounds.</li> <li>• Writing simple dictated sentences that include words taught so far will give children opportunities to apply and practise their spelling in phonics.</li> <li>• Children should begin to use some of the distinctive features of Standard English in their writing.</li> <li>• Writing frames and word banks to support structure</li> </ul>					
<b>Key vocabulary:</b>	letter, capital letter, word, singular, plural, sentence, full stop, prefixes and suffixes, question mark, exclamation mark, noun					
<b>Assessment</b>	<p>Teacher assessment collected at end of Term 2, 4 and 6</p> <p>Regular opportunities to moderate across year group and phase</p> <p>Regular phonic check-ups</p> <p>Use of Sonar to monitor attainment and progress</p>					
<b>Support for children working below ARE:</b>	<p>Precision teaching of phonics</p> <p>Bespoke phonic intervention</p> <p>Phonic catch-up sessions</p> <p>Russian writing</p> <p>Writing scaffolds and word banks – sentence builders</p> <p>Support with letter formation</p>					
Year group	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Handwriting</b>	<b>Composition</b>	<i>Writing focus</i>

						<b>Writing genres</b>
<p><b>Year 2</b></p>  <p>Sprouting seed</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</p> <p>Learn to spell most Year 2 common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Use plural rules</p> <p>Distinguish between homophones and near-homophones.</p> <p>Words using silent letters: k, g, w</p> <p>Words using 'soft c' and 'hard c'</p>	<p>Use capital letters and full stops in most sentences.</p> <p>Use question marks and exclamation marks correctly when required.</p> <p>Use commas for lists.</p> <p>Use apostrophes to form contractions.</p> <p>Use apostrophes for singular possession.</p>	<p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use the present and past tenses correctly.</p> <p>Begin to consistently use the progressive form of verbs.</p> <p>Use coordination (or/and/but) to join clauses.</p> <p>Use subordination (when/if/that/because) to join clauses.</p> <p>Use adverbs ending in -ly</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Write for different purposes, to include narratives about real and fictional experiences, and poetry.</p> <p>Plan or say out loud what they are going to write about before writing.</p> <p>Make simple additions, revisions and corrections to their own writing.</p> <p>Write effectively and coherently for different purposes.</p> <p>Begin to draw upon their reading to inform the vocabulary and grammar of their writing.</p>	<p><b>Writing genres</b></p> <p><b><i>Little Red</i></b></p> <p><b><i>The True Story of the Three Little Pigs</i></b></p> <p><b><i>Jack and the Baked Beanstalk</i></b></p> <p><b><i>Vlad and the Great Fire of London</i></b></p> <p><b><i>A cat called Trim</i></b></p> <p><b><i>Ocean Meets Sky</i></b></p> <p><b><i>The Antlered Ship</i></b></p> <p><b><i>The Tin Forest</i></b></p> <p><b><i>The Day the Crayons quit</i></b></p> <p><b><i>Charlie and the Chocolate Factory</i></b></p> <p><b>Genres:</b>  <i>Narrative</i>  <i>Character/setting description</i>  <i>Persuasive letters</i>  <i>Recount</i>  <i>Diary writing</i>  <i>Instructions</i>  <i>Recipe writing</i>  <i>Poems</i>  <i>Non-chronological report</i></p>


	<p>Spell regular verb endings using -ed, -er, -est, -ing</p> <p>Words ending in le, al, el, il</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>					
<p><b>Teaching strategies:</b></p>	<ul style="list-style-type: none"> <li>• Children at the beginning of Year 2 should be able to compose individual sentences orally and then write them down.</li> <li>• CT to model the writing process from planning through to drafting, writing and editing.</li> <li>• Reading and listening to whole books, not simply extracts, will help children to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</li> <li>• Use of drama and role play to bring writing experiences alive</li> <li>• Use of writing frames and word banks to support writing where appropriate – sentence builders.</li> <li>• Writing stamina developed throughout the year</li> <li>• Children taught handwriting skills daily.</li> <li>• Children should revise and practise correct letter formation frequently. They should be taught to write using a cursive style as soon as they can form letters securely with the correct orientation.</li> <li>• Daily phonic sessions</li> <li>• Grammar and punctuation elements integrated into writing units where applicable</li> </ul>					
<p><b>Key vocabulary:</b></p>	<p>noun, noun phrase, adjective, verb, adverb, suffixes, past/present tense, progressive form subordination, coordination, apostrophe, contraction, comma, statement, question, exclamation, command, similes</p>					
<p><b>Assessment</b></p>	<p>Regular dictations to check spellings Teacher assessment collected at end of Term 2, 4 and 6 Regular opportunities to moderate across year group and phase, including County moderation Use of end of KS1 Writing framework SPaG assessment completed in Terms 2 and 4 (Rising Stars gaps test in Term 2/Past SATs paper in Term 4) Optional KS1 SPaG test completed in Term 6 Use of Sonar to monitor attainment and progress</p>					


<p><b>Support for children operating below ARE:</b></p>	<p>Children who do not have the phonic knowledge and skills they need for Year 2, should use the Year 1 programmes of study for word reading and spelling so that their word reading skills catch up.                  Phonics intervention programme                  Phonic booster sessions as part of interventions                  Language Through Colour to support sentence structure                  Sentence construction support                  Russian writing                  Writing frames to support structure where appropriate                  Letter formation and handwriting support                  Oral rehearsing with adult, or using recording devices</p>					
Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	<i>Writing focus Writing genres</i>
<p><b>Year 3</b></p>  <p>Sprout</p>	<p>Spell regular verb endings and to learn irregular tense changes, (-ed, -er, -est, -ing)</p> <p>Words with silent letters: k, g, w</p> <p>Words using 'soft c' and 'hard c'</p> <p>Words using: 'ch', 'gue' and 'que' sound</p> <p>Words ending in -sure and -ture</p> <p>Words ending in -al, -el, -le</p> <p>Distinguish between spelling and meaning of common homophones.</p>	<p>Use capital letters, full stops, question marks and exclamation marks mostly correctly.</p> <p>Use commas for lists mostly correctly.</p> <p>Use apostrophes for contraction.</p> <p>Use apostrophes for possession.</p> <p>Introduce inverted commas to punctuate direct speech.</p>	<p>Use the present and past tense correctly and consistently.</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play')</p> <p>Use co-ordinating conjunctions to join clauses.</p> <p>Use subordinating conjunctions to join clauses.</p> <p>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</p>	<p>Write legibly with letters of consistent size and orientation in a cursive style.</p>	<p>Describe settings and characters.</p> <p>Write for a range of purposes.</p> <p>Use some of the main features of a genre to organise ideas.</p> <p>Use some expanded noun phrases and subordinate clauses to describe and specify.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation</p>	<p><i><b>The Last Tree</b></i></p> <p><i><b>Polar Express</b></i></p> <p><i><b>Stone Age Boy</b></i></p> <p><i><b>How to wash a woolly mammoth</b></i></p> <p><i><b>Cave baby</b></i></p> <p><i><b>Museum plaques for class museum</b></i></p> <p><i><b>Invitations to museum</b></i></p> <p><i><b>The miraculous journey of Edward Tulane</b></i></p> <p><i><b>Aesop's Fables</b></i></p> <p><i><b>Marcy and the Riddle of the Sphinx</b></i></p> <p><i><b>Varjak Paw</b></i></p>

	<p>Understand how words change when suffixes are added (-ly, -ally, -tion, -sion, -ssion, -cian, -ful, -less, -ment, -ness)</p> <p>Develop knowledge of prefixes to generate new words from root words (e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto)</p> <p>Understand and classify rules for plural words</p>		<p>Use nouns and pronouns to avoid repetition.</p> <p>Use adverbs to express time, place and manner.</p> <p>Use prepositions to express time, place and manner.</p>		<p>Use a range of cohesive devices within and across sentences and paragraphs to maintain clarity and avoid repetition.</p> <p>Begin to use more considered vocabulary choices for effect and impact.</p>	<p><b>Genres:</b>  <i>Setting description</i>  <i>Diary writing</i>  <i>Poetry</i>  <i>Creative writing</i>  <i>Instructions</i>  <i>Narrative</i>  <i>Poems</i>  <i>Non-fiction writing</i></p>
<p><b>Teaching strategies:</b></p>	<ul style="list-style-type: none"> <li>• Through drama and role play, children are immersed in a topic or genre for writing</li> <li>• Class teacher models the different aspects of the writing journey.</li> <li>• Children should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</li> <li>• Teachers should be consolidating children’s writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.</li> <li>• Opportunities provided for extended pieces of writing to develop greater writing stamina.</li> <li>• Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.</li> <li>• Children write with greater independence, supported in small guided groups where appropriate – use of sentence builders.</li> <li>• Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</li> <li>• Children are taught handwriting skills regularly.</li> </ul>					
<p><b>Key vocabulary:</b></p>	<p>vowel, consonant, conjunction, preposition, adverbs, clause, subordinate clause, direct speech, inverted commas, word families, prefixes, present perfect</p>					
<p><b>Assessment:</b></p>	<p>Regular dictation checks          Teacher assessment collected at end of Term 2, 4 and 6          Regular opportunities to moderate across year group and phase          SPaG assessment completed in Terms 2, 4 and 6 (Rising Stars gap test)          Use of Sonar to monitor attainment and progress</p>					

<b>Support for children operating below ARE:</b>	Phonics support through TRUGS Word games - high frequency words for those not yet secure with the spelling of these words Language Through Colour to support sentence structure Handwriting support for those not joining consistently Word banks Cloze procedure					
Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing focus Writing genres
<b>Year 4</b>  Sapling	Distinguish between spelling and meaning of trickier homophones.  Investigate, collect and classify spelling patterns related to the information of plurals.  Use of silent letters within words: n, t  Words using 'soft c' and 'hard c'  Words using: 'ch', 'sh', 'gue', 'que' and 'y' sound  Words using: 'ough' sound  Words ending in -sure and -ture  Continue to develop knowledge of	Use basic sentence punctuation mostly correctly.  Use of inverted commas and other punctuation to indicate direct speech.  Use apostrophes to show plural possession.  Use of commas after fronted adverbials	The grammatical difference between plural and possessive –s  Identify the main and subordinate clause in a sentence  Use fronted adverbials  Use pronouns and possessive pronouns.  Use the present perfect form of verbs in contrast to the past tense  Use of expanded noun phrases  Use a range of conjunctions.  Use determiners.  Use Standard English for verb inflections ('we were', not 'we was'; 'I did', not 'I done')	Use horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.  Increase the legibility, consistency and quality of handwriting.	Write for a range of purposes.  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  Use and sustain the appropriate tense throughout a piece of writing.  Use sentences with more than one clause.  Describe settings and characters using a range of devices.  Use a range of cohesive devices to maintain clarity throughout a piece of writing.	<b>Leon and Bob</b> <b>Walter Tull</b>  <i>Reading text: Harley Hitch and the Iron Forest</i>  <b>Greta and the Giants</b> <b>Greta Thunberg Little People Big Dreams</b>  <i>Reading text: Pugs of the Frozen North</i> <b>Escape from Pompeii</b> <i>Reading text: A Pebble in my Pocket</i>  <b>The Romans</b> <b>The Journal of Iliona</b>  <b>The Anglo-Saxons</b> <b>The Anglo-Saxon Boy</b>  <b>Genres:</b> Recount Persuasive Balanced argument Diary writing Poetry Non-chronological report

	<p>prefixes to generate new words from root words (e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto)</p> <p>Understand how suffixes change the function of words: -ed, -ing, -er, -est, -ous, -ly, -ally, -ment, -less, -sion, -tion, -ation, -ssion, -cian</p>				<p>Begin to use a range of sentence structures and precise vocabulary choices for impact.</p>	
<p><b>Teaching strategies:</b></p>	<p>To develop as writers, children need to be taught to enhance the effectiveness of what they write as well as increasing their competence. Children are taught the different elements of the writing process, sometimes through drama and role play when appropriate. Opportunities to plan, write and edit on a weekly basis. CT to model each part of the writing process on a regular basis – use of sentence builders. Extended writing opportunities to ensure children develop greater writing stamina Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions Children are taught handwriting skills regularly, where appropriate.</p>					
<p><b>Key vocabulary:</b></p>	<p>Pronoun, possessive pronoun, plurals, possessive apostrophe, inverted commas, fronted adverbials, determiners, conjunctions, present perfect tense, main and subordinate clause</p>					
<p><b>Assessment:</b></p>	<p>Regular dictation checks Teacher assessment collected at end of Term 2, 4 and 6 Regular opportunities to moderate across year group and phase Use of Year 4 Writing Framework SPaG assessment completed in Terms 2, 4 and 6 (Rising Stars gaps test) Use of Sonar to monitor attainment and progress</p>					
<p><b>Support for children operating below ARE:</b></p>	<p>Support with high frequency/common exception words Individual and small group handwriting practice Writing conferencing with CT/TA Access to laptop as alternative method of recording – use Word/Clicker Dictation/CT scribing/Russian Writing Use of writing frames to support structure and content</p>					

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	<i>Writing focus</i> <i>Writing genres</i>
<p><b>Year 5</b></p>  <p>Small tree</p>	<p>Review plural rules</p> <p>Spell words with common letter string 'ough'</p> <p>Spell words ending in -cious, -tious, -cial, -tial, -able, -ible, -ably, -ibly</p> <p>Words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Words with silent letters: e.g. kn-, -mb, -bt</p> <p>Words with the ie sound spelt ei after c</p> <p>Words using 'soft c' and 'hard c'</p> <p>Homophones and other confused words</p> <p>Hyphenated words</p> <p>Recap prefixes and suffixes</p>	<p>Use basic sentence punctuation accurately.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Use sentences with more than one clause to add detail, qualification and precision (e.g. adverbial phrases, conjunctions and adverbs)</p> <p>Use relative clauses beginning with relative pronouns, e.g. who, which, where, when, whose, that</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely)</p> <p>Use modal verbs (e.g. might, should, will, must) to indicate degrees of possibility.</p> <p>Use expanded noun phrases.</p>	<p>Write legibly and fluently with increasing speed using joined-up handwriting.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Use own knowledge to plan, draft, write and edit own compositions.</p> <p>Develop a choice for an appropriate tone for writing (informal or formal)</p> <p>Use devices to build cohesion within a paragraph.</p> <p>Link ideas across paragraphs using adverbials of time, place and number.</p> <p>Write for a range of purposes and audiences.</p> <p>Create atmosphere and begin to use dialogue to convey character and advance the action.</p> <p>Select a range of sentence structures and vocabulary for effect and impact.</p> <p>Use sentences with more than one clause to add detail and precision.</p>	<p><b><i>Windrush</i></b></p> <p><b><i>Beowulf</i></b></p> <p><b><i>Cosmic</i></b></p> <p><b><i>Beyond the Sky</i></b></p> <p><b><i>The Wolves of Yellowstone</i></b></p> <p><b><i>Kensuke's Kingdom</i></b></p> <p><b>Genres:</b> <i>Biography</i> <i>Diary</i> <i>Persuasive</i> <i>Instructional</i> <i>Character description</i> <i>Balanced argument</i> <i>Non-chronological report</i> <i>Letter writing</i> <i>Poetry</i> <i>Narrative</i></p>

<b>Teaching strategies:</b>	<p>Children should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</p> <p>Children should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>CT to model the elements of the writing process to include planning, drafting, writing, editing and improving.</p> <p>Regular opportunities to write at length and so develop writing stamina.</p> <p>Children to have experience of writing for different purposes and audiences across all areas of the curriculum.</p>					
<b>Key vocabulary:</b>	<p>modal verb, adverbs of possibility, relative clause, relative pronoun, bracket, dash, verb prefixes, cohesion</p>					
<b>Assessment:</b>	<p>Regular dictation checks</p> <p>Teacher assessment collected at end of Term 2, 4 and 6</p> <p>Regular opportunities to moderate across year group and phase</p> <p>SPaG assessment completed in Terms 2, 4 and 6 (Rising Stars gaps test)</p> <p>Use of Sonar to monitor attainment and progress</p>					
<b>Support for children operating below ARE:</b>	<p>Support with high frequency words</p> <p>Writing conferencing with CT/HLTA</p> <p>Use of writing frames to support content and structure</p> <p>Children practise handwriting skills regularly where necessary</p> <p>Access to laptop as alternative method of recording – use Word/Clicker</p>					
Year group	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Writing focus</b> <b>Writing genres</b>
<p><b>Year 6</b></p>  <p>Mature tree with fruit</p>	<p>Use a range of less common prefixes and suffixes.</p> <p>Homophones and other confused words</p> <p>Spell words ending in -ly, -cious, -tious, -cial, -tial, -able, -ible, -ably, -ibly</p> <p>Words ending in -sure and -ture</p>	<p>Use range of punctuation mostly correctly.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Use bullet points where appropriate to list information.</p>	<p>Use verb tenses consistently and correctly throughout writing.</p> <p>Difference between vocabulary used for formal and informal speech and writing.</p> <p>Use of the subjunctive form.</p> <p>Use of active and passive voice.</p>	<p>Write legibly and fluently with increasing speed using joined-up handwriting.</p> <p>Choose an appropriate handwriting style for a particular task.</p>	<p>Use own knowledge to plan, draft, write and edit own compositions.</p> <p>Write effectively for a range of purposes and audiences.</p> <p>Describe settings, characters and atmosphere.</p> <p>Use paragraphs to organise ideas.</p>	<p><b>Holes</b> <b>Harriet Tubman - slavery</b></p> <p><b>World War Two</b> <b>Little Ships</b> <b>Friend or Foe</b> <b>Rose Blanche</b></p> <p><b>Early Islamic Settlements</b> <b>The Golden Horsemen of Bagdad</b></p> <p><b>Amazon Rainforest</b></p> <p><b>The Turbulent Term of Tyke Tiler</b></p>

	<p>Words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Words using 'soft c' and 'hard c'</p> <p>Words with silent letters</p> <p>Words with the ie sound spelt ei after c</p> <p>Revise all previous spelling patterns in preparation for end of KS2 assessment</p>	<p>Use hyphens to avoid ambiguity (e.g. recover/re-cover)</p> <p>Use of ellipsis</p>	<p>Develop use of antonyms and synonyms.</p>		<p>Integrate dialogue to convey character and advance the action.</p> <p>Choose the appropriate tone for writing - informal or formal.</p> <p>Distinguish between the language of speech and writing, and choose the appropriate register.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Use layout devices to structure different texts.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires.</p>	<p><b>Genres:</b> <i>Setting/character descriptions</i> <i>Letters – formal + informal</i> <i>Balanced argument</i> <i>Narrative</i> <i>Non-chronological report</i> <i>Monologues</i> <i>Diaries</i> <i>Report</i> <i>News script</i> <i>Suspense narrative</i> <i>Poetry</i> <i>Persuasive</i> <i>Email</i> <i>Creative writing – own endings</i></p>
<p><b>Teaching strategies:</b></p>	<p>Teachers should prepare children for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Writing should be sufficiently fluent and effortless for children to manage the general demands of the curriculum in Year 7, across all subjects and not just in English. Children have daily writing opportunities to include planning, drafting, writing and editing. Opportunities to write at length with a focus on the quality of the written content. Children to have experience of writing for different purposes and audiences across all areas of the curriculum. Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</p>					
<p><b>Key vocabulary:</b></p>	<p>subject, object, synonyms, antonyms, ellipsis, hyphen, colon, semi-colon, bullet points, active, passive, formal, informal, subjunctive form</p>					
<p><b>Assessment:</b></p>	<p>Regular dictation checks Teacher assessment collected at end of Term 2, 4 and 6 Regular opportunities to moderate across year group and phase, including County moderation</p>					

Last updated March 2026

	<p>Old SPaG SATs assessment completed in Terms 2, 3 and 4 with SATs in Term 5</p> <p>Use of end of KS2 Writing framework</p> <p>Use of Sonar to monitor attainment and progress</p>
<b>Support for children operating below ARE:</b>	<p>Access to laptop as alternative method of recording – use Word/Clicker</p> <p>Use of writing frames to support structure and content</p> <p>Writing conferencing with CT/HLTA</p> <p>Precision teaching of specific spelling rules</p> <p>Support given to individuals/small groups who need to practise handwriting skills.</p>






**OVERVIEW OF GRAMMATICAL CONTENT + VOCABULARY** (where it is 1<sup>st</sup> introduced)

KEY STAGE 1		KEY STAGE 2	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• letter + capital letter</li> <li>• word – singular + plural</li> <li>• sentence</li> <li>• punctuation - full stop, question mark, exclamation mark</li> <li>• prefix + suffix</li> <li>• noun, adjective + verb</li> </ul>	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• determiner – ‘a’ and ‘an’</li> <li>• conjunctions, adverbs, prepositions</li> <li>• verb tense – present, past + present perfect</li> <li>• clause - coordinating + subordinating conjunctions</li> <li>• punctuation – apostrophes for contraction + possession, inverted commas</li> </ul>
		<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Standard English</li> <li>• main + subordinate clauses</li> <li>• fronted adverbial</li> <li>• pronoun + possessive pronoun</li> <li>• determiners</li> <li>• punctuation – speech punctuation + apostrophes</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• noun + noun phrase</li> <li>• adjective, verb, adverb</li> <li>• statement, question, exclamation, command</li> <li>• verb tense - past, present + progressive form</li> <li>• punctuation – comma, apostrophe for contractions + singular possession</li> <li>• suffixes</li> <li>• conjunctions – coordination + subordination</li> <li>• homophones</li> </ul>	<b>Year 5</b>	<ul style="list-style-type: none"> <li>• expanded noun phrases</li> <li>• relative clause using relative pronouns</li> <li>• adverbs + modal verbs – degrees of possibility</li> <li>• adverbials + cohesion</li> <li>• punctuation – brackets, dashes, commas – to indicate parenthesis</li> </ul>
		<b>Year 6</b>	<ul style="list-style-type: none"> <li>• formal + informal language</li> <li>• antonyms + synonyms</li> <li>• active + passive voice</li> <li>• subjunctive form</li> <li>• punctuation – semi-colon, colon, dash, hyphens, bullet points, ellipsis</li> </ul>

*Statutory requirements as stated in Grammar Appendix 2*



# The Blean Values: Writing

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
<b>Vocabulary:</b> Develop a curiosity for words, and a desire to find and use new words.	<b>Gathering ideas:</b> Use a variety of starting points to generate ideas for writing – from books, from people, from events.	<b>Editing:</b> Appreciate the need to plan, draft and edit writing in order to produce pieces to be proud of.	<b>Stamina:</b> Extend the length of written pieces by developing the ability to persevere.	<b>Community:</b> Explore collaboration through events, such as story and poetry competitions
<b>Imagination:</b> Allow creativity to grow by exploring real and imaginary worlds through writing.	<b>Publishing:</b> Find different ways to share finished pieces with others – through displays, class books, with parents.	<b>Presentation:</b> Develop pride and a desire to share learning clearly for others to read and enjoy.	<b>Self-confidence:</b> Develop confidence in becoming a writer at every stage, from an early writer to an advanced and independent writer.	<b>Communication:</b> sharing ideas and communicating facts and fiction with others through the written word.
<b>Genres:</b> Learn about the different genres of writing and understand the different features of each.	<b>Creativity:</b> Have the confidence to play around with words and ideas to create the desired outcome for others to enjoy and learn from.	<b>Cross-curricular:</b> Transfer the skills of writing across all subjects – presentation, spelling, punctuation and grammar.	<b>Challenge:</b> Develop and explore new vocabulary to extend the content of written pieces.	<b>Magpieing:</b> Use peers and adults to generate ideas and starting points for writing – share these.